

Integrated Theme Unit: Pioneers

An Honors Thesis (HONRS 499)

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(Signature)

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Acknowledgments

I would like to thank Dr. Kathy Church. She encouraged me every step of the way. She went above and beyond the call of duty time and time again. Even when I thought I would never make it through, Dr. Church was there to push me along. She helped me complete the project even though we were 170 miles apart. Because of her help and encouragement, I have a completed project that captures my Honors College experience.

Description of Project

My project is an integrated unit based on a social studies theme. The theme of the unit is pioneers and it was developed for use at the third grade level. Academic standards are addressed in the areas of language arts, mathematics, science, and social studies. The project is divided into the three following sections: integrated unit materials, additional support resources, and academic standards for students and teachers.

I am proud of the project I am presenting to you. It represents some of the most important work a teacher can do.

Pioneer Unit

Including basic information about the westward expansion and information about pioneers in Indiana



Developed by: Melissa McCasland
Third Grade Integrated Theme Unit
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Integrated Unit on Pioneers

Several factors contributed to my choosing an integrated unit on pioneers as the topic of my honors thesis. The unit was developed and tested during my student teaching experience in a third grade class. Teaching language arts, mathematics, science, and social studies in isolation may make it more difficult for students to see how the subjects relate to one another. By selecting a social studies unit that would address third grade curriculum by integrating the subject areas, I found an avenue in which I could address my students' learning needs as well as some of my personal goals.

One educational goal of the project was to develop a resource for future use as an educator. I was involved in student teaching at the beginning of the project and that allowed me to implement some of the lessons. That way the lessons would be both useful and tested. I continually engaged in written reflection at the conclusion of each tested lesson. My reflections enhance the credibility of the materials included in the project.

As mentioned in my introduction, another goal was to incorporate subject matter in an integrated and varied manner. The varied lessons are used to motivate students and allow them to make more powerful learning connections.

The process of gathering information for such a unit not only resulted in an overall useful resource, but also allowed me to identify a number of additional resources that would be beneficial to a practicing teacher. There were many sources to build background, gain ideas, and utilize technology in the learning environment. Using these resources and third grade curriculum as my guide, I expanded my knowledge base for

teaching. I developed lessons using a variety of teaching techniques and methods. There were lectures, hands-on activities, and small group lessons.

A third goal of the project was to demonstrate accountability for the unit. This accountability was included in the process through the use of the state academic standards for third grade in all subject areas.

The process of developing this project was challenging and rewarding. There were obstacles and detours that enhanced the challenge, but those ultimately lead to increased learning. I have met the goals set at the beginning of this project and feel great pride in my completed project. I look forward to the challenge of becoming a life long learner and a great teacher. I am ready to accept my place in a teaching profession as a designer of positive learning experiences, as well as, an individual who has chosen to touch the lives of children.

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Integrated Unit Materials

This section contains fourteen lessons based on the pioneer theme. Eight of the included lessons have been field tested. Each lesson consists of a purpose, a list of materials, connections to academic standards, a procedure, and an ending product. Following each lesson are the necessary worksheets and assessment tools. The tested lessons are accompanied by a reflective response that was written after the lessons were taught.

Following the lessons is a section entitled Unit Based Assignments. This section includes a theme-based spelling list. There are mathematical problems involving pioneers that encourage student development of problem-solving skills. Finally, the included incorrect sentences are designed along the pioneer theme. The sentences allow the students to develop their editing skills.

Purpose: To focus students' thinking onto the topic of pioneers

To use the KWL chart as a strategy to access prior knowledge and as a pre-unit assessment

To bring to light any misconceptions students may have about pioneers

Materials:

Large poster paper

Markers of several different colors

Procedure:

1. The teacher will lead a discussion about pioneers. The teacher will explain that the class will be involved in a unit on pioneers, ending with a study trip to Chellberg Farm in the National Lakeshore.

2. The teacher will call on students to share information for the KWL chart. The teacher will not correct any misconceptions at this time, this will allow students to share what they know or think without fear.

3. The class will revisit the KWL at the end of the unit, after the field trip. The class will then address any false information on the KWL.

Culmination: At the end of the lesson the students will have engaged in a discussion about pioneers. The class will have a list of what they already know and what they would like to know.

K

What we already
KNOW

W

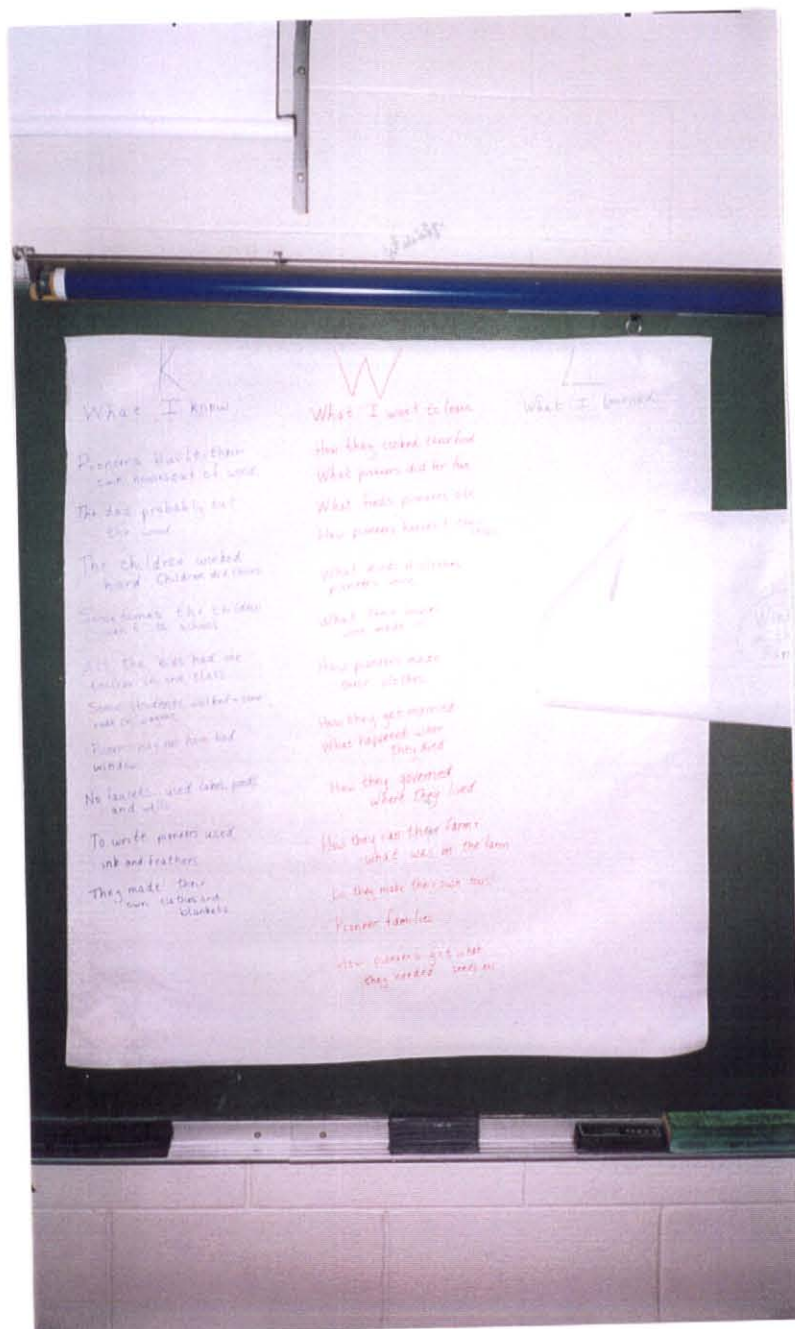
What we WANT to
know

L

What we LEARNED

KWL Chart Lesson

I chose this activity to open the unit because I believed that the students would be familiar with it. The children were not as familiar with the process as I believed they were. Therefore this lesson required another minilesson on KWL charts. The students took to the lesson. They were surprised by what they already knew. They also did a great job coming up with questions they wanted to know. The only problem was the students' focus. They wanted to share answers to questions that other people asked because they wanted to learn about them during the unit. It was not that I did not/do not want the children sharing their knowledge, but we needed direction for our unit and I wanted to be able to clear up any misconceptions.



Purpose: To compare students' current lives with those of pioneer children
To get students to understand and conceptualize how different pioneers lives were

Standards:

SS 3.1.2 Explain why and how the local community was established and identify early founders and early settlers.

SS 3.1.5 Compare significant people, places, events, and development in other communities and regions within the United States.

Materials:

Paper

Pencil

Various literature and pictures about/of pioneer children

Procedure:

1. The class will look at the KWL chart they developed. They will look on the chart to see if anything they already know or want to know has to do with pioneer children and their roles in the home and on the farm.
2. The students will discuss the word "chore" and what kinds of "chores" or jobs they might have at home. The teacher may need to explain that not all children do chores, because some children will believe the things they have to do around the house are simply a child's job.
3. The students will break into small groups.
4. The group will have paper to record what they discuss. The groups' job will be to come up with a list of chores "modern" children may have to do. The students may think of chores they have to do themselves.
5. When the students have finished this discussion and recorded what they have come up with, they will move to the other side of the chart. Each group will receive a book about pioneers that either describes the jobs children had to do or has pictures of them doing some jobs. The children will use this information along with what they already know and assumptions to come up with a list of chores pioneer children probably had to do.

Chores/Comparing Children's Lives

I found during this lesson that not all students are expected to help around the house. Other students who are expected to do not know it was a special thing called "chores." They just thought it was being a kid.

I decided to give students a job in their small group. One student was the secretary. He/she was in charge of writing down what the children said in the group. One student was in charge of materials. This student collected the materials for the group and returned the materials to me when the group was finished. Another child was in charge of the brainstorming process. He/she was to ask the questions that would get his/her group thinking. Finally, one student was the on-task monitor. This student was to keep everyone on task. Giving each student in the group a job helped people to cooperate and did wonders for each student's focus.

I was a little disappointed by the results. Many of the students had trouble interpreting the pictures. Next time I would model the thinking process needed.

Purpose: To introduce students to historical fiction stories
To get students to observe illustrations and to use the illustrations to further their knowledge of the story and the historical time period
To get students to cooperate while reading and making a concept web of their group's story

Standards:

History: Students will describe how significant people, events, and developments have shaped their own community and region. They will **compare their community to other communities and regions in other times** and places and use a variety of resources to gather information about the past.

3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.

3.7.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

3.7.8 Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.

Materials:

My First Little House Books: Winter on the Farm (teacher model), Dance at Grandpa's, A Little House Birthday, Winter Days in the Big Woods, The Deer in the Wood, Going to Town; chart paper, markers, room to work

Procedure:

1. The teacher will inform the students that they will be working in small groups. Each group will be reading one story. Each group will also be making a concept web of the story. The students will present their web to the class.
2. The teacher will model the procedure the students will follow to make their webs. The teacher will use the book Winter on the Farm.
3. The teacher will read the first page and then model the thinking, "I want to be sure to look at the pictures, they may show me some things I do not know from my reading." He/she will then say things like, "Oh, here is a lamp. I do not see a cord going to this lamp, it must not be electric. I know pioneers did not have electricity, so it must be an oil lamp." Then the teacher will model on a small chart how to build a concept web.
4. The strategy the teacher will suggest will be to read one page at a time and then check the pictures on that page for information. He/she will then suggest that as they find information on that page, they add it to their concept web.

5. The students will work in their small groups reading and building their concept web.
6. When the students are finished with their webs, they will return to the full group.
7. Each group will present what they have learned using their concept web. The class will then decide who did the best job on their web and their presentation.

Culminating/Assignment: The concept web and the presentation are the assignments for this lesson. The presentations can be used as the closure to the lesson.

Reading Groups with Little House Books

I used some modeling during this lesson. It was one of the first times I'd ever used "modeling." I know that I am always modeling in the classroom, but it was the first time I did what people call "modeling" on purpose. It really worked well. In fact, showing the students the thinking process helped the students to complete this activity in a much more complete manner than the previous lesson.

The students enjoyed the Little House books. I put the students in somewhat homogeneous groups because of the differing levels of the books.

Concept webs were familiar to my students. The students "discovered" concepts about pioneers from the words and the pictures in their group's book. I would definitely use this lesson again. I would also like to have a class set of some of these books so I could use this as their reading time throughout the unit instead of remaining in their anthology.



Pioneer Unit: Weather Prediction

Time: 30-45 mins

Duration: 1 day

Purpose: To help students understand how important weather is in running a farm
To introduce students to primitive weather predicting
To compare primitive weather prediction to current weather prediction

Standards:

S.S. 3.3.5 Place the local community in its climate regions and describe the region's characteristics. **Explain how the climate affects the way people live today and compare with the ways that people interacted with the climate in the past.**

Materials:

original sheet containing the prediction information

original sheet with weather predicting problems

pencil

Gunby, Lise. (1983). Early farm life. Crabtree Printing Company: New York.

Procedure:

1. The teacher will lead the students in a short discussion about how pioneers often made their living by farming. The class will then discuss what things are important/necessary in order to have a farm.
2. The discussion will then move to what types of things the crops need to grow, i.e. water, sunlight, and food.
3. The group will talk about how weather sometimes keeps us from doing what we want to do outside, including planting or harvesting.
4. Each student will receive a worksheet that explains how farmers predicted the weather. These charts helped the farmers know when to plant or do other work in the fields. The group will go over the chart together.
5. When the chart is clear to the students, they will be instructed to work on the attached worksheet. This sheet contains situations in which a pioneer would need to figure out the weather. The situations are in several different formats.

Culmination/Assignment: The student worksheet will be turned in as the assignment.

What you see.....

Dew Signs

a heavy dew after a fair day
a light dew and no wind

Sky Signs

a red sky as the sun sets
a red sky in the morning
a sea-green sky during rain
a deep blue sky during rain

Cloud Signs

clouds grow bigger very quickly
clouds that look like horses' tails
a bright sky with clouds like the fleece
of a sheep, but with dark centers

high, thin clouds like a trail of wool
a cloud-covered sky with small black
clouds flying underneath a top layer
a fog on the hilltops
a fog on fields
an evening rainbow

Wind Signs

an east wind
a wind that changes direction slowly
a wind that changes direction quickly

What you get

another fair day
rain

fine weather
bad weather
rain will increase (more rain)
showers (rain off and on)

thunder
wind

hail, snow, or rain
wind and a good chance of
rain

a long rain
rain
sun
strong wind

bad weather
fair weather
bad weather with wind storms

Taken from: "Early Farm Life" by: Lise
Gunby

Predict the Weather

Pioneers tried to predict the weather, just as our weather men and women do today. Use your weather prediction chart to help figure out what type of weather is coming in each of the problems below.

1. What "cloud sign" tells you that hail, snow, or rain is coming?
2. As you are watching the sun set, the sky turns red. Will the weather be good or bad the next day?
3. Your weathervane tells you the wind is coming from the east. What kind of weather will you expect?
4. You look out at your corn field and see fog. Will the next day be wet or dry?
5. It is Wednesday morning. There was only a little bit of dew this morning, but it was very windy. Do you think Wednesday's weather will be clear or rainy?
6. What kind of weather is coming if the wind changes directions slowly?
7. If your crops were dying because they needed rain, which type of clouds would you be glad to see?
8. Your family is planning to walk to grandma's house for a picnic. Would you hope to see fog on the hilltops or on the fields? Why?
9. On your way to the barn, you look up at the sky. The clouds above you are growing very quickly. Do you think you should start planting, or wait until tomorrow? Why?
10. Brainiac Question! If you were going to harvest your crops on Saturday, would you rather see a red sky Friday morning or Friday night? Why?

Weather Prediction

I really enjoyed this lesson as did the children. At first they were confused about how to complete the worksheet. We did on problem together. The students were more confident and continued to work.

Many students approached me to say that they were learning things about weather and pioneers. They wanted to share their new knowledge immediately.

After the success of this lesson I wanted to continue to do some hands-on “fun” activities. Whenever a teacher attempts a lesson he/she is particularly invested in and is successful- it makes him/her want to continue the “big” lessons= without forgetting the smaller lessons.

Purpose: To prepare students for a study trip to Chellberg Farm
To show students how to develop timelines
To show students how to read timelines

Standards:
3.1.6 Develop simple time lines of events and identify causes and effects of changes that have occurred in local and regional communities.

Materials:
Original paragraph paraphrasing information taken from The Chellberg Family: The Chellberg Farm by: Martha Miller
Paper (containing a time line or blank; teacher discretion)
Pencil, coloring utensils
Overhead/blackboard

- Procedure:**
1. The teacher will present the students with information about the Chellbergs. The class will read it together.
 2. After reading the Chellberg information, the teacher will ask the students questions about the years they found in the information. For example, "What is the earliest year in the information? If 1829 is the earliest year, what year should our time line start with? What year will our time line end with?"
 3. The teacher may write these answers on the board using a drawn time line to help the students get started. This will give the students a beginning and an ending place.
 4. The students will then each make their own time line using the information the teacher has provided for them.
 5. Each year mentioned in the information passage should be included on the time line. The teacher may use the following rubric to grade the timelines.

Assessment/Assignment: The teacher may use the following rubric to assess the students' timelines.

The Chellbergs

Directions: Using the information in the paragraphs, make a time line about the Chellbergs' lives.

Anders Ludwig Chellberg was born in Sweden in 1830. Johanna Anderson was born in Sweden in 1929. Johanna and Anders were friends as children. They married in 1857. In 1859 they had a son named Carl. The Chellbergs boarded a ship and came to America in 1863. Carl became a brother when Emily was born in 1867.

The Chellberg family purchased 80 acres of land to build a farm in 1874. In 1884, the Chellberg's wooden farm house burnt to the ground in a fire. The family lived in the barn until their new brick house was built in 1885.

In 1887 Carl took over his parents' farm. Carl's father, Anders, passed away in 1893. His mother, Johanna, lived until 1899.

Carl married a young girl named Mina in 1901. They had a daughter, Ruth, in 1904. In 1907 they had another daughter, Naomi. Finally, in 1913 Carl and Mina had a son, Carl Lewis.

Carl and Mina's youngest daughter, Naomi, married Alden Studebaker in 1926. The two lived on the farm until they sold it to the Indiana National Lakeshore in 1972.

Information taken from: The Chellberg Family: The Chellberg Farm by Martha Miller

Timeline Rubric

A Paper: Student found all the information in the passage. Student included all present information on his/her timeline. Student correctly ordered all the events.

B Paper: Student found all information in the passage. Student included at least 88% of the information from the passage. Student correctly ordered 88% of the events.

C Paper: Student found 80% of information in the passage. Student included at least 78% of information from the passage. Student ordered 78% of events correctly.

D Paper: Student found 70% of the information in the passage. Student included at least 68% of information from the passage. Student ordered at least 68% of events correctly.

F Paper: Student did not complete assignment. Student met less than 68% for the two criteria.

Timeline Activity

Here I took the important information about the Chellberg family from a book. This allowed the children to focus on the timeline instead of what information they needed to remember from the story.

I left some time for questions after I explained the assignment. Students did a nice job of completing this. They enjoyed finding their own information for the time line.

For more advanced students I may not put the years in order in the information in order to provide more of a challenge.

I would use this activity again to introduce students to important information and to the skill of time lines.

Purpose: To allow children to compare the games/toys they have now to those of pioneer children

To allow children to participate in certain pioneer games, some of which we still play

Standards:

History: They will **compare their community to other communities and regions in other times** and places and use a variety of sources to gather information about the past.

Materials:

Hopscotch board-made using tape

Rocks (to mark hopscotch)

Hula hoops (for hoop races)

Written riddles, taken from Early Pleasures and Pastimes by Bobbie Kalman

Blindfold

Paper, pencils

Lots of space (4 centers)

Procedure:

1. The class will participate in a discussion about games they play. The teacher will ask the children to tell him/her whether they think pioneers could have played the games they mention.

2. The class will then talk about some of the games pioneers played.

3. After explaining the games, the teacher will divide the children into groups of 4-5 students. The children will go from station (center) to station to participate in several pioneer games. If there is time, the children will come back to the whole group and the class will play a game together.

4. The stations will be: hopscotch, hoop races, riddles, and blind man's bluff. The directions and riddles are found in Bobbie Kalman's Early Pleasures and Pastimes.

5. The teacher may wish to set a timer to let the students know when it is time to rotate. The teacher may divide the time as he/she sees fit.

Culmination/Assignment: Write me a short paragraph that tells me about your favorite pioneer game; you may want to tell me how it is different from the games you play now or how it is the same.

Culminating/Assignment: The groups will turn in their charts. We will have a group discussion (about 10 minutes) about what the children have written, who has similar things and who came up with different things.

Riddle #1

These letters can be unscrambled to make a popular saying or proverb. A proverb is an old saying like, "Better late than never." Try to unscramble this proverb.

a b eee f k ll oooo p r u y

Riddle #2

What is the answer to this riddle?

By me all the young are beguiled,
I puzzle man, woman, and child,
I make everyone try his brain,
But often the brains work in vain;
And yet I am plain there's no doubt,
And simple enough when found out!

*Hint: beguiled means confused or puzzled

Riddle #3

Two brothers we are,
Great burdens we bear,
By which we are bitterly pressed.
In truth we may say,
We are full all the day,
But empty when we go to rest.

Riddle #4

In this riddle, you find an answer to the first line, then you change one letter of that word each time you read a new clue. The last word is your answer.

I am a writing utensil.
Change my head and I am a bird.
Again change it, and I am a boy's name.
Again, and I am an animal's home.
Again, and I am a number.

Taken from Early Pleasures and Pastimes by: Bobbie Kalman

Pioneer Games

This lesson was great. I only wish we could have had more time. I set up “centers” for this lesson. The students participated in each game as they rotated around the room. The children really did a great job with this. They worked well together and took turns. At the hoop race center, I was not sure how to work it so it would not be too loud and chaotic. The students wanted to figure it out on their own, they did, and it worked well.

Another problem was that the riddles were a bit difficult. I want to next time use more “kid-friendly” riddles.

At the end of the lesson, the students were to write a paragraph about their favorite game. It was the first time I did not have to pull teeth to get a paragraph from them.

Pioneer Unit: Cooking Day
Time: 60-90mins total
Duration: 1 day

Purpose: To get students involved in “cooking” as the pioneers did
To help students understand the techniques pioneers used to make what we buy at the store
To get students to cooperate with each other to make butter and pickles

Standards:
Sci 3.2.2 Measure and mix dry and liquid materials in prescribed amounts, following reasonable safety precautions

Materials:
Butter: pint jars, mixing bowls, wooden spoons, whipping cream, salt, cornbread
Pickles: cucumbers, onions, white vinegar, sugar, canning salt, turmeric, mustard seed, celery seed, wooden spoon, large bowl, plastic wrap, medium bowl, liquid and dry measuring utensils, measuring spoons

Procedure:

1. The class will discuss how pioneers made their own food. They will try to come up with some things pioneers probably made at home, but that can now be bought at the grocery store.
2. The students will make butter by tables. Each child will get a chance to churn the butter. (Follow the included recipe)
3. The teacher will lead the students in making a large batch of bread and butter pickles. Under guidance, the class will measure all the ingredients and mix them together. (This is teacher discretion, depending on the time and cost limitations, each group may be able to make their own batch of pickles.) (See the included recipe).

Culmination/Assignment: The students will eat their butter on cornbread and snack on pickles.

Cooking Day

This was great! It required many materials, but it was definitely worth it. Many children did not know that pickles came from cucumbers. They were also amazed at how simple it was to make butter using this recipe. I was glad to be able to provide them with an enlightening experience that many of them would not have had otherwise. Also, I brought in a butter churn that is my grandmother's. The churn fascinated the kids and they wanted to turn the crank and try to figure out how it worked.

I would definitely cook with children again. They were attentive and focused because they were so afraid they would miss something exciting.

Making Butter

Materials:

Pint Jars
Small mixing bowl
Wooden spoon or paddle
Salt
Whipping cream

Directions:

Take cream from refrigerator about 10 minutes before churning. Beat, churn, or shake cream until small lumps of butter form throughout the cream. Pour off buttermilk. Put butter in small bowl and work remaining buttermilk out with wooden spoon. Wash butter several times with cold water. Add 1/4 teaspoon of salt for each cup of cream used.

Bread and Butter Pickles

Ingredients:

5-6 cucumbers
1 1/2 cup white vinegar
2 large white onions
2 c. granulated sugar
2 Tbsp canning salt
1 tsp. mustard seed
1 tsp. turmeric
1/2 tsp. celery seed

Directions:

1. Cut off the ends of cucumbers and slice them 1/4 inch thick.
2. Remove the skin from the onion and slice. Place a layer of cucumbers inside the bowl, then cover with a layer of onions. Repeat until all onions and cucumbers are used.
3. In a medium bowl combine vinegar, sugar, canning salt, turmeric, mustard seed, celery seed, and stir until sugar and salt dissolve.
4. Pour the mixture over the onions and cucumbers. Cover the bowl and place in the refrigerator overnight
5. Makes about 8 cups of pickles.

Pioneer Unit: Culminating Activity

Time: 30-60 mins

Duration: 1 day

Objectives: To pull pioneer knowledge together at the end of the unit
To make a culminating book displaying knowledge gained from pioneer unit and Chellberg study trip

Standards:

SS 3.1.2 Explain why and how the local community was established and identify founders and early settlers.

LA/R 3.5.5 Write for different purposes and to a specific audience or person.

Materials:

Paper

Pencils

Coloring utensils,

Board space to write words students need to spell

Binder for book

Procedure:

1. The students will tell the teacher some of the things they have learned over the last two weeks, including the study trip. The teacher will use this information to fill out the "L" section of the KWL chart.

2. Each student will write and illustrate his/her own book page. The page will have to include something they have learned about pioneers in the last two weeks, or something they learned on the study trip.

3. The students are required to write at least three sentences. The students will illustrate their page to the best of their ability.

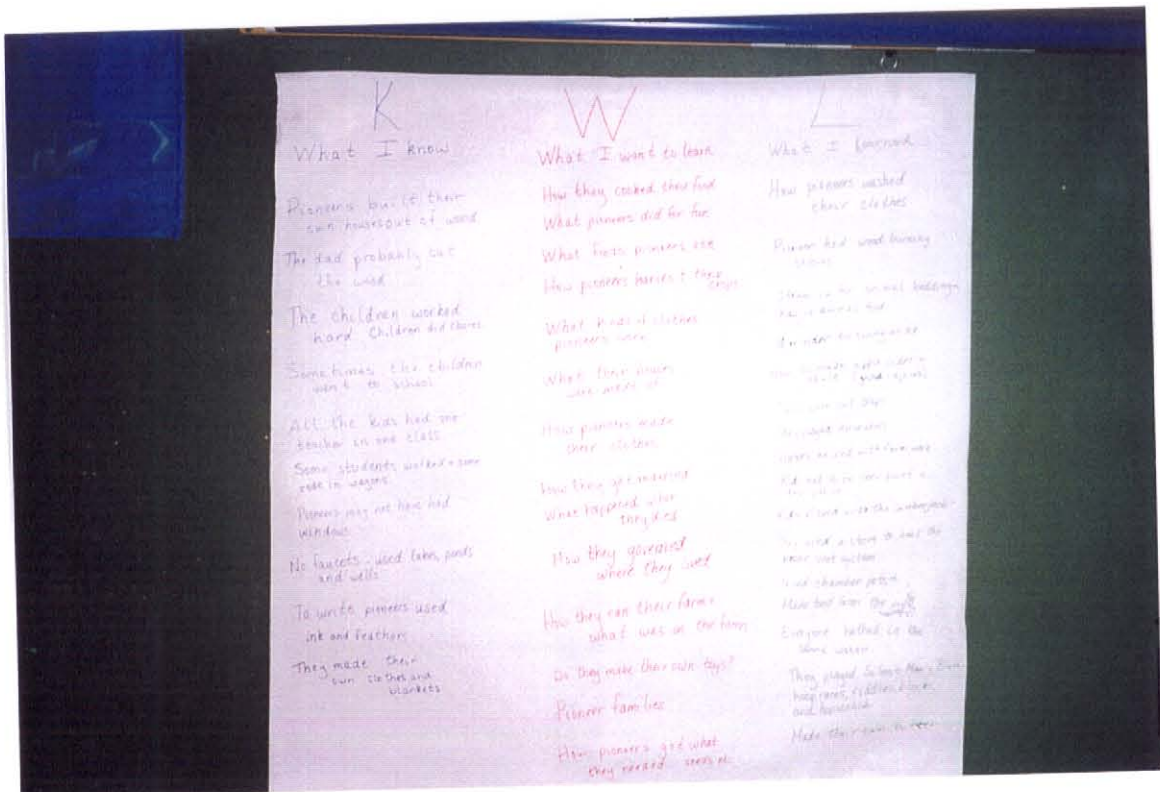
4. The teacher will then bind the pages together to form a book that will be left in the classroom library.

Culmination/Assignment: The assignment for this lesson is the book page. The whole book and the finished KWL chart represent the culmination of the lesson and unit.

Culmination

The class went on a study trip to Chellberg Farm in the Dunes National Lakeshore. The trip was led by a ranger and then by a volunteer inside the farmhouse. The children were familiar with the Chellbergs' background so they were ready for the trip.

Upon returning to school, the class filled out the L side of the KWL chart they had started almost two weeks before. The students were then to make their own page for our class book. The students could share anything they learned on the study trip or during the unit. They were to write at least three sentences and draw a picture. I am amazed by the way the book turned out. I bound it and it is going to remain in the classroom library.







Pioneer Unit: Make Yourself a Pioneer

Time: 60-120mins

Duration: May be split into 2 days

Purpose: To allow students to connect their new knowledge with prior knowledge
To allow students to use their creative minds
To collect a sample of narrative writing
To evaluate the student's knowledge of pioneers

Standards:

3.5.1 Write narrative stories that: *provide a context within which an action takes place and *include details to develop the plot.

3.5.2 Write descriptive pieces about people, places, thing, or experiences that *develop a unified main idea and *use details to support the main idea.

3.5.5 Write for different purposes and to a specific person or audience.

Materials

File folder or other carrying device (1 per 2-3 students) for the following:

Yarn, glue, paper, cloth, cardstock, poster board pieces, scissors

Any item teacher sees fit to use to make pioneer figures

Lined paper for the stories

Procedure:

1. The teacher will show the students the model pioneer figure that he/she has made. The class will then brainstorm some things that may have happened to this pioneer.

2. The teacher will then put the class into small groups of 2-3 students. Each group will be given a file folder of materials to use.

3. The group will work together to decide a setting for their pioneers. The students will then draw/color the setting on the outside of the file folder. All the students in the group will use the same setting, but they will all write their own story and make their own figure.

4. Each student will design his/her own pioneer figure. The students may use anything that is available to them to do this.

5. When the students have finished their model, they will begin to write a story about their pioneer. The students may be directed to include some or all of the following about their character: age, sex, name, life before he/she decided to become a pioneer, why this person became a pioneer, and what the outcome is for the pioneer. Other suggestions may be given at the teacher's discretion.

6. At the end of the project, one student in the group will stand and describe his/her group's setting. Then, each student will read his/her story to the group.

7. The teacher may collect the stories and make some type of book or display out of them and the pioneer figures.

*Lesson adapted from on-line lesson by David Squires at www.lessonplanpages.com.

Assessment: See following rubric adapted from David Squires lesson at www.lessonplanpages.com

Make Yourself a Pioneer Rubric

A Criteria: Student has followed the writing process to produce an interesting story. The final product has an overall neat appearance, is attractive to the eye, and contains correct spelling, punctuation, grammar, and capitalization. The setting is appropriate and clearly illustrated. The model clearly depicts authenticity.

B Criteria: Student has followed the writing process to produce an interesting story. The final product has an overall neat appearance, is attractive to the eye, but has 1-5 spelling, punctuation, grammar, or capitalization errors. The setting is mostly appropriate and clearly illustrated. The model is mostly authentic.

C Criteria: Student has followed the writing process to produce an interesting story. The final product has a neat overall appearance, is attractive to the eye, but has 6-10 spelling, punctuation, grammar, or capitalization errors. The setting is somewhat appropriate and adequately illustrated. The model depicts some authenticity.

D Criteria: Student has followed the writing process to produce an interesting story. The final product does not have an overall neat appearance and contains more than 10 spelling, punctuation, grammar, or capitalization errors. The setting is not appropriate or clearly illustrated. The model is not authentic.

F Criteria:No attempt

Purpose: To involve students in a self-directed group research project.
To allow students to further explore relevant topics that are meaningful
To introduce students to and familiarize them with places to find information
To have students practice oral skills
To develop group cooperation skills
To allow students to participate in the “teaching” of the unit

Standards:

Language Arts:

3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.

3.4.4 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).

3.7.5 Organize ideas chronologically (in the order that they happened) or around major points of information.

3.7.6 Provide a beginning, middle, and an end to oral presentations, including details that develop a central idea.

3.7.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

3.7.8 Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.

Social Studies:

3.1.7 Use a variety of community resources, such as libraries, museums, and county historians, to gather information about the local community.

Science:

3.1.4 Discuss the results of investigations and consider the explanations of others.

3.1.5 Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one’s own conclusions about findings.

*Other standards may be included depending on the students’ choice of topics

Materials:

Computer lab-if available

Library-school and community

Note cards

Pencils

Teacher collection of books and materials

Social Studies texts

Sample topics

Rubric

Procedure:

1. The teacher will divide the students into groups. Each group will then pick a research topic that must be approved by the teacher. The teacher may choose to provide a short list to give students some ideas.
2. The teacher will provide a short mini-lesson on research. The teacher will introduce a research system and let the students know where to begin finding information.
3. The students will have class time during the first week of the unit to work, the presentations and papers will be due during the second week.
4. The students will prepare a research paper and an oral report on their topic as a group.
5. After each presentation the class a quiz will be given on the information presented. The teacher will develop these quizzes as the presentations continue. This will be easier for the teacher because he/she will not know exactly what information the students will be presenting until the time of the reports.
6. The students will be able to self-evaluate using the form following which was adapted from www.teachers.net/lessons/posts/2300.html.
7. The students will be graded using the rubrics that accompany this lesson.
8. A short class discussion and the quiz will follow each presentation.

Assessment: See following rubrics and self-evaluation sheet.

Lesson Adapted from a lesson found at www.teachers.net/lessons/posts/2300.html

Research Paper Rubric

Content Rubric

A Paper:

Stays on topic
Uses at least 3 sources
Has 5 full paragraphs
Has an introduction/conclusion
Has a good flow

B Paper:

Stays on topic
May have only 2-3 sources
Has only 4 paragraphs or 5 weaker paragraphs
Does not have complete introduction/conclusion
May not flow smoothly

C Paper:

Stays mostly on topic
Has only 2 sources
Has only 3 paragraphs or 4/5 underdeveloped paragraphs
Has weak introduction/conclusion
Does not flow smoothly

D Paper:

Does not stay on topic
Does not have at least 2 sources
Has only 3 paragraphs or 3-5 very weak paragraphs
Does not have introduction/conclusion
Is very choppy and broken up

F Paper:

Assignment was not completed
Has no sources
Does not stay on topic
Does not give enough information
Does not have paragraphs
Does not have introduction/conclusion

Grammar Rubric

A Paper:

0-2 errors
98% of punctuation used correctly
0-2 misspellings

B Paper:

3-5 errors
88% of punctuation used correctly
3-5 misspellings

C Paper:

6-8 errors
78% of punctuation used correctly
6-8 misspellings

D Paper:

9-11 errors
68% of punctuation used correctly
9-11 misspellings

F Paper:

12+ errors
less than 68% of punctuation used correctly
12+ misspellings

Oral Research Report Rubric

A Report:

Each student participates

Uses at least 2 visual aids

Students do not “read” their parts from the paper

Grabs class attention

Group presents information by speaking clearly, maintaining eye contact, flowing smoothly.

B Report:

Each student participates

Uses 1-2 visual aids

Students do very little “reading” from the paper

Attempts to grab class attention

Group presents information, mostly speaks clearly, may not maintain eye contact, presentation flows smoothly

C Report:

Each student participates-some noticeably more than others

Only 1 visual aid/or 2 that are poorly constructed

Students “reading” from the paper

Does not attempt to grab class attention

Group presents information, has trouble articulating, has little/no eye contact, little/no eye contact

D Paper:

Not every student participates

No visual aid

All students “reading” from the paper

No attempt to grab class attention/no real beginning to report

Group presents little information, no articulation, no eye contact, not flow

F Paper:

DID NOT COMPLETE ASSIGNMENT

Student Self-Evaluation for Research Project

1. The names of my group members are _____
2. I cooperated with my group. _____
3. I read my information first, then talked about it with my group to make sure I understood what I read. _____
4. I took short notes on my note cards. _____
5. I used my notes and my group's notes and wrote a report of my topic. _____

6. I asked questions if I did not understand. _____
7. I presented my information clearly. _____
8. Overall my group worked _____.

Comments:

Adapted from a self-evaluation found on www.teachers.net/lessons/posts/2300.html

Purpose: To help students with their map reading skills
To introduce/teach map scale
To help students illustrate how far the pioneers had to travel

Standards:

Social Studies 3.3.1 Distinguish between physical and political features on maps and globes, and label a map of North America identifying countries, oceans, major rivers, the Great Lakes, and mountain ranges. Locate the United States, Indiana, and the local community.
Mathematics 3.5.12 Carry out simple conversions within a measurement system.

Materials:

One United States map per pair
Rulers
Pencils
One situation/destination per pair (varying distances)
Calculators if necessary
Teacher designed worksheet

Procedure:

1. The teacher will provide the students with a mini-lesson on scale. The teacher will explain that scale means “represents” or “stands for.” The teacher may choose to model one of the scale problems.
2. The teacher will pair up the students and then pass out the situations he/she has developed. (See following sheet for some examples.)
3. The students will be free to work. They will need to complete the teacher made worksheet. The students will have to do quite a few calculations so the teacher should be available for questions.

Assessment: The teacher may grade the worksheets the students finish.

Situations/Destinations

1. You and your family, including 3 children are traveling from Boston, Massachusetts to Springfield, Illinois. Because you have some small children, the fastest you can travel will be 4 miles per hour. In addition, the longest you can travel is 10 hours per day.
2. You are the wagon train leader. You and your family of 4 children are traveling from Raleigh, North Carolina to Oklahoma City, Oklahoma. Because you have older children, you can travel up to 8 miles per hour. In addition, you can travel as many as 14 hours per day.
3. You and your family of 2 children are traveling from Philadelphia, Pennsylvania to Logansport, Indiana. Your children are both babies so you can travel up to 6 miles per hour, but you can only travel for 8 hours per day.
4. You and your family of 5 children have decided to leave Chicago, Illinois for Denver, Colorado. You have much older children and they are very helpful to you, because of this you will be able to travel up to 10 miles per hour and for 14 hours per day.
5. You and your family of 1 child are traveling from Baltimore, Maryland to Louisville, Kentucky. You can travel 7 miles per hour and for about 12 hours per day.
6. You and your family of 7 children are moving from Washington, D.C. to Kansas City, Missouri. You have quite a few young children so you will only be able to travel 3 miles an hour and for only about 7 hours per day.
7. You and your family of 2 children are leaving your home in Norfolk, Virginia for a new home in Little Rock, Arkansas. Because you have older children, you can travel at 8 miles an hour for 11 hours per day.
8. You and your spouse are moving from Charleston, South Carolina to Dallas, Texas. Because it is only you and your spouse, you may travel up to 12 miles per hour for 14 hours per day.
9. You and your family of 8 children are going to be leaving from Atlanta, Georgia for Tucson, Arizona. You will only be able to travel 5 miles per hour and for only 8 hours per day.
10. You and your family including 4 children are leaving your home in Kansas City, Missouri for a gold mine in San Francisco, California. You will only be able to travel at 7 miles per hour for 9 hours per day.

*The teacher may need to make up more situations/destinations depending on the number of students in his/her class.

Map Worksheet

1. How many inches is it from your starting place to your destination? _____
2. How many miles is it from your starting place to your destination? _____
3. What is the fastest you can travel? _____ miles per hour
4. How many hours a day can your family travel? _____ hours
5. If you are traveling at your fastest speed for the most hours your family can travel, how many miles can you travel in one day? _____ miles
6. How many days will it take you to get to your destination? _____ days
7. A snake bites one of the people in your wagon. You now must travel 2 miles per hour slower than you were and you must only travel for 6 hours per day. How many miles can you go in one of these days? _____ miles
8. Do you think it would be easy for people to travel this distance in a wagon? Why or why not?

Purpose: To allow students to develop a budget
To help students understand that pioneers did not have much money to travel
To have students use their addition/subtraction/multiplication/division in a way that is meaningful to them

Standards:

Mathematics: 3.1.1 Count, read, and write whole numbers up to 1,000.
3.3.1 Represent relationships of quantities in the form of a numeric expression or equation.
3.3.2 Solve problems involving numeric equations.
3.5.11 Use play or real money to decide whether there is enough money to make a purchase.
3.6.7 Make precise calculations and check the validity of the results in the context of the problem.

Materials:

“Packing the Wagon” worksheet
Budget planning/tracking worksheet
Calculators
Scratch paper and pencils
Grab bag challenges-1 set of five per group

Procedures:

1. The teacher will group the students as he/she see fit. Each group will be responsible for the money/weight of their own wagon.
2. The teacher will explain the rules of the game. The teacher may need to review that a budget implies one starts with a certain amount of money and one must not spend more than that amount of money. One must also be careful not to waste the money on unnecessary purchases. The teacher may wish to model how to use the budget-planning sheet.
3. The students will pack up their wagons as they see fit. They will keep track of what they bought and how much it cost. They will have to keep a running budget so they know how much they have to use to solve challenges if money is necessary.
4. Each group will draw a challenge they must solve before they can move up the trail. The students will have to work cooperatively to write a solution to the challenge. When they have completed one they may move on to another. When five challenges have been solved, the group has reached the destination.

5. After everyone has successfully reached the destination the class will have a discussion about the problems they faced and how they think the pioneers might have felt on their travels.

Assessment: Teacher Observation/Completion of challenges

*Lesson adapted from Jill Radford's lesson found on www.lessonplanpages.com.

Packing the Wagon

You are a pioneer. You and your family are traveling together to Salt Lake Valley in Utah. However, your funds are limited, and you still need supplies for the trip and for when you arrive in the valley. You have a total of 5 people in your group with \$265.00 for supplies. Your wagon can only carry 1,100 pounds. Each member in your group needs to be given 25 pounds for personal belongings. These things do not cost you any money, but they do lessen the space you have for other things. Remember these supplies need to help you along the journey as well as when you get to your new home in the valley. You are responsible for the money and the weight for your supplies. You cannot spend or carry more than available.

Supplies	Cost	Weight
wagon	\$50.00	
flour (1 barrel)	\$15.00	100 lbs
wheat (1 barrel)	\$12.00	100 lbs
sugar (1 barrel)	\$19.00	90 lbs
1 Keg salt	\$5.00	90 lbs
1 water barrel w/ water	\$8.00	95 lbs
alcohol(medicine)	\$5.00	5 lbs
dried vegetables	\$10.00	70 lbs
yeast	\$9.00	60 lbs
seasonings	\$16.00	30 lbs
dried meat	\$22.00	80 lbs
grain (eat/feed)	\$12.00	100 lbs
potatoes	\$8.00	50 lbs
1 cow (milk)	\$25.00	
1 horse	\$30.00	
1 ox (need 2)	\$15.00	
1 extra wheel	\$20.00	110 lbs
1 gun/ammunition	\$6.00	10 lbs
kitchen utensils	\$5.00	20 lbs
household tools	\$7.00	20 lbs
small farming tools	\$8.00	30 lbs
nails	\$8.00	5 lbs
house decorations		60 lbs
1 lantern/kerosene	\$3.00	5 lbs
bedding (1 person)	\$3.00	3 lbs
seeds	\$10.00	85 lbs
wagon tools	\$6.00	20 lbs
1 extra blanket	\$2.00	1 lb
material/sewing tools	\$5.00	30 lbs
soap	\$2.00	5 lbs
books/school supplies		50 lbs
1 guitar		10 lbs
wax (candles)	\$2.00	8 lbs
1 bed	\$2.00	100 lbs

[illegible]

Unit Based Assignments

This section includes several different types of theme-based activities. These assignments were developed due to their use in my student teaching placement. The class I was placed in used Daily Oral Math and Daily Oral Language as part of their morning routine. Spelling was also incorporated throughout the week.

Daily Oral Math consists of story problems that help students develop their problem-solving techniques. These problems are solved using various methods. The students' work and answers are written in their Daily Oral Math journal. The standards that are addressed by the Daily Oral Math are listed with the problems.

Daily Oral Language consists of sentences that are written incorrectly. The sentences may have spelling, punctuation, or grammar errors. The students would work together with the teacher to find the mistakes. The teacher will show the necessary corrections with editing marks. The students then copy the sentences with the necessary corrections into their Daily Oral Language journal. The standards that the Daily Oral Language sentences address are listed with the sentences.

Pioneer Spelling Lists

1. pioneer
2. Oregon
3. Indiana
4. wagon
5. brave
6. danger
7. farming
8. traveling
9. courage
10. horses
11. rivers
12. settled
13. buffalo
14. Chellberg
15. washboard

1. clothes
2. hunt
3. freedom
4. stake
5. claim
6. churn
7. corral
8. sewing
9. supplies
10. cholera
11. rabies
12. mountains
13. moccasins
14. tragedy
15. success

Other words:

death

flatboat

mortar

Good resource for words:

Kalman, Bobbie&Lewis, Jane. (2000).

Pioneer dictionary. Crabtree Publishing:
New York.

Daily Oral Math (D.O.M.)

Standards addressed by D.O.M.:

- 3.1.1 Count, read, and write numbers up to 1,000.
- 3.2.2 Represent the concept of multiplication as repeated addition.
- 3.2.3 Represent the concept of division as repeated subtraction, equal sharing, and forming equal groups.
- 3.2.5 Show mastery of multiplication facts for 2, 5, and 10.
- 3.3.1 Represent relationships of quantities in the form of a numeric expression or equation.
- 3.3.2 Solve problems involving numeric equations.
- 3.3.6 Solve simple problems involving a functional relationship between two quantities.
- 3.5.11 Use play or real money to decide whether there is enough money to make a purchase.
- 3.5.12 Carry out simple unit conversions within a measurement system.
- 3.6.2 Decide when and how to break a problem into simpler parts.
- 3.6.4 Express solutions clearly and logically by using the appropriate mathematical terms and notations. Support solutions with evidence in both verbal and symbolic work.
- 3.6.7 Make precise calculations and check the validity of the results in the context of the problem.

D.O.M. Problems (1 per day)

1. If you could travel in your wagon at 10 miles per hour for 10 hours per day, how far could you go in 8 days?
2. Emma asked her father how much longer until they reach the river. If the river is 30 miles away and the wagon is traveling at 6 miles an hour, how long will Emma's father tell her it will be?
3. If every inch on the map represents 100 miles and Union City is $5\frac{1}{2}$ inches from St. Louis, how many miles is it from St. Louis to Union City?
4. There are 5 people in your wagon. Each person eats 1 pound of food per day. If the journey is going to last 10 days before you reach a supply store, how much food do you need to pack?
5. When you reach the supply store you have \$5.00. You need fresh vegetables. Each carrot costs \$.25, each potato costs \$.50, and each squash costs \$1.00, how many of each can you buy? You need at least 2 of each vegetable.
6. If it takes 3 hours to make 1 toy how many toys can you make in 12 hours? How many toys can you make if 2 people are working?

7. Your brother and your pa are going hunting. They get a buffalo that weighs 500 pounds. How many days worth of fresh meat do you have if each of the 5 people in your wagon eats 2 pounds per day?

8. You live a day's ride from Tombstone. A day's ride is 8 hours at 4 miles per hour. How many miles do you live from Tombstone?

9. A Native American wants to trade with you. He will give you 2 pairs of moccasins for 1 pot. A new pot will cost you \$2.00 at the next fort, but shoes would cost you \$3.00 a pair. Should you trade? How much is the trade worth? Will you make money or lose it if you trade?

10. It is 2 days ride from Indiana to Illinois. It is 3 days ride across Illinois. It takes one whole day to cross the Mississippi River. It is a 5 day ride across Iowa. If you leave home in Indiana on a Wednesday what day will you arrive on the other side of Iowa?

Answers:

1. $10 \text{ hours} \times 10 \text{ mph} = 100 \text{ miles per day} \times 8 \text{ days} = 800 \text{ miles}$

2. $30 \text{ miles} / 6 \text{ mph} = 5 \text{ hours away}$

3. 550 miles

4. $5 \text{ people} \times 1 \text{ lb per person} = 5 \text{ pounds per day} \times 10 \text{ days} = 50 \text{ pounds of food}$

5. Two of each veggie leaves the students with \$1.50 and answers will vary depending on how the students choose to spend the remaining \$1.50.

6. $3 \text{ hours} = 1 \text{ toy}$ $6\text{h}=2 \text{ toys}$ $9\text{h}=3 \text{ toys}$ $12\text{h}=4 \text{ toys}$ Multiply by 2 or use the function to figure it out for another person and add it together.

7. $5 \text{ people} \times 2 \text{ pounds per day} = 10 \text{ pounds per day}$ $500 \text{ pounds} / 10 \text{ pounds} = 50 \text{ days}$

8. $8 \times 4 = 32 \text{ miles from Tombstone}$

9. \$6.00 worth of shoes for a \$2.00 pot; make money \$4.00

10. Leave on Wednesday you will arrive at the destination on Sunday, 11 days later

Daily Oral Language (D.O.L.)

Standards addressed by D.O.L.:

Language Arts:

3.6.1 Write legibly in cursive, leaving spaces between letters in a word, between words in a sentence, and between words and the edges of the paper.

3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.

3.6.3 Identify and use subjects and verbs that are in agreement.

3.6.4 Identify and use past, present, and future verb tenses properly in writing.

3.6.6 Use commas in dates, locations, and addresses, and for items in a series.

3.6.7 Capitalize correctly geographical names, holidays, historical periods, and special events.

D.O.L. Sentences (2 per day):

1. larua ingalls wilder wrote many stories about her live
2. laura ingalls wilder lived part of her life in indiana
3. pioneers made their own pickles from cucumbers they growed in their gardens
4. each people in a pioneer family have an important job
5. most pioneer families maked their living by farming
6. the pioneers also grew what they needed to ate
7. little boys were teached to farm and chop wood
8. little girls were expected to so clean and cook
9. pioneers travels hundreds of mile to find their new homes
10. many people gotted diseases and died befour they made it to there destination
11. the oregon trail was one path pioneer followed west
12. sometimes the pioneers had to float there wagons across rivers to stay on the path
13. pioneer children had different toys than we have no
14. often children made they're own toys out of would clay and fabric